

The behaviors and understandings listed for the particular level to notice, teach, and support come from the Teachers College and *The Continuum of Literacy Learning, Grades K-2*. **This is NOT intended to be used as a checklist to determine when a child has mastered a particular level.** Rather, it is meant to be used as a guide for teachers to plan their instruction and assist in teaching points when conferring.

Date	Name
GR _____ CONF _____	Level A Book Title
Uses the cover (title, illustration, etc) to get ready to read	
Uses the illustration as a source of information to figure out words	
Uses 1-1 matching	
Uses and locates known words	
Uses meaning to figure out words	
Locates easy high-frequency words in a text	
Rereads the sentence to problem solve, self-correct, or confirm	
Points crisply and reads at a steady rate slow enough to match but without long pauses	
Thinking Within/ Beyond/ About the Text	

Date	Name
GR _____ CONF _____	Level B Book Title
Uses the first letter of a word in connection with meaning or language syntax to solve it	
Locates unknown words by identifying the first letter	
Uses meaning to figure out words	
Uses first letters of words (and related sounds) to monitor and self-correct	
Begins to cross-check one kind of information against another to monitor & self-correct reading (for example, meaning with visual information)	
Searches for and uses information in print (letters and sounds, known words)	
Asks questions to clarify meaning or get information	
Notifies and uses end punctuation and reflects it in voice	
Thinking Within/ Beyond/ About the Text	

Date	Name
GR _____ CONF _____	Level C Book Title
Uses the pattern as a source of information	
Uses pictures, story, or personal experiences to make predictions	
Uses meaning to figure out words	
Uses letter-sound information in coordination with meaning and language structure to solve words	
Uses known words to self-monitor and self-correct	
Remembers and uses language patterns to help in reading a text	
Asks questions to clarify meaning or get information	
Reflects language syntax by putting words together in phrases	
Thinking Within/ Beyond/ About the Text	

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Date	Name
GR _____ CONF _____	Level D Book Title
Analyzes the story to comment on events or characters	
Takes apart words by using the sounds of individual letters in words with CVC patterns	
Uses meaning to figure out words	
Self-monitors accuracy and self-corrects using known words, letter-sound information, and word parts	
Uses 2 or more sources of information (meaning, language structure, visual) to self-monitor & self-correct reading	
Notices details in pictures and uses information to understand the text	
Identifies and reads some phrases as word groups	
Reflects words in bold with use of voice	
Thinking Within/ Beyond/ About the Text	

Date	Name
GR _____ CONF _____	Level E Book Title
Attends to internal parts of words	
Self-corrects near point of error	
Uses meaning to figure out words	
Uses sounds related to vowels, consonants, consonant clusters to solve words	
Recognizes and uses word parts (onsets & rimes) to solve words while reading	
Takes apart compound words to solve them	
Processes texts with simple dialogue and some pronouns	
Reflects punctuation through appropriate pausing and intonation while reading orally	
Thinking Within/ Beyond/ About the Text	

Date	Name
GR _____ CONF _____	Level F Book Title
Reads increasingly more difficult words using letter by word parts	
Uses parts from known words to read unknown words	
Uses meaning to figure out words	
Uses context to figure out unfamiliar words or vocabulary	
Removes the ending from base words to solve new words	
Uses MSV to self-monitor and self-correct reading	
Searches for specific facts in informational text	
Slows down or repeats to think about meaning of text and resumes normal speed	
Thinking Within/ Beyond/ About the Text	

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Date	Name
GR _____ CONF _____	Level G Book Title
Self-corrects at point of error using sources of information	
Uses letter clusters (blends and digraphs) to solve words	
Uses meaning to figure out words	
Uses context and pictures to derive the meaning of unfamiliar vocabulary	
Realizes when more information is needed to understand a text	
Notifies and uses readers' tools, such as table of contents, where applicable	
Processes text with split dialogue, all assigned to speakers	
Demonstrates appropriate stress on words to reflect the meaning	
Thinking Within/ Beyond/ About the Text	

Date	Name
GR _____ CONF _____	Level H Book Title
Deals with more complex vocabulary & unfamiliar words	
Deals with literary structures including nonfiction	
Uses meaning to figure out words	
Envisions the text to compensate for lower picture support	
Breaks down a longer word into syllables in order to decode manageable units	
Rereads to problem solve, self-correct, or confirm when needed but less frequently than in previous levels	
Uses some simple graphics, labeled pictures, that add information to the text	
Demonstrates awareness of the function of the full range of punctuation	
Thinking Within/ Beyond/ About the Text	

Date	Name
GR _____ CONF _____	Level I Book Title
Keeps the accumulating story events (or content) in mind	
Demonstrates knowledge of flexible ways to solve words (taking it apart, using meaning, using letter sequence, etc)	
Uses meaning to figure out words	
Demonstrates competent, active word solving while reading at a good pace—less overt problem solving	
Realizes when more information is needed to understand a text	
Notifies and uses graphics such as labels and captions for pictures and simple diagrams	
Reads dialogue with phrasing and expression that reflects understanding of characters and events	
Reads silently at a good rate	
Thinking Within/ Beyond/ About the Text	

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Date	Name
GR _____ CONF _____	Level J Book Title
Word solving is under control and independent—at the point of error	
Uses letter-sound relationships in sequence to solve more complex words	
Uses meaning to figure out words	
Solves words of 2 or 3 syllables, many words with inflectional endings and complex letter-sound relationships	
When reading aloud, self-corrects information when it does not reflect the meaning	
Uses chapter titles as to foreshadow content	
Processes long sentences (10 or more words) with many embedded phrases and clauses	
Demonstrates appropriate stress on words, pausing & phrasing, intonation, & use of punctuation	
Thinking Within/ Beyond/ About the Text	

Date	Name
GR _____ CONF _____	Level K Book Title
Consistent use of multiple sources of information in solving new words	
Solves content-specific words, using graphics and definitions embedded in the text	
Uses meaning to figure out words	
Understands longer descriptive words	
Self-corrects when errors detract from meaning of text	
Uses chapter titles as to foreshadow content	
Processes long sentences (15 or more words) with embedded clauses (prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)	
Reads dialogue with phrasing and expression that reflects understanding of characters and events	
Thinking Within/ Beyond/ About the Text	

Date	Name
GR _____ CONF _____	Level L Book Title
Notifies new and interesting words, and actively adds them to speaking or writing vocabulary	
Demonstrates competent, active word solving while reading at a good pace	
Uses meaning to figure out words	
Self-corrects intonation when it does not reflect the meaning when read aloud	
Self-corrects when errors detract from meaning of text	
Searches for information in illustrations to support text interpretation	
Processes sentences with a series of nouns, verbs, or adverbs	
Reads silently and orally at an appropriate rate, not too fast, not too slow	
Thinking Within/ Beyond/ About the Text	